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ABSTRACT

Major issues of two mini-conferences for business/labor/industry community representatives with extensive experience and involvement in career education are reported in this monograph. Focus is on recognizing and utilizing community resources that now exist and moving actively toward building new community resources. To this end, the monograph describes the principle of collaboration in career education and delineates the major kinds of career education activities calling for collaborative efforts between educators and the business/labor/industry community. Eleven current major national programs involved in career education are described; it is suggested that if these national efforts can be made an integral part of a total community career education effort, the goals of career education will be enhanced. Examples of how local community resources are used for career education are presented, based on the recognition that local, not national, efforts will determine the effectiveness of implementation of career education. Further issues on policy and directional questions are discussed. Lists of the two mini conferences' participants are appended. (TA)

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MONOGRAPHS ON CAREER EDUCATION

COMMUNITY RESOURCES FOR CAREER EDUCATION

by
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Office of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

During the 1975-76 academic year, the Office of Career Education, USOE, under contract with the Center For Vocational and Technical Education, Ohio State University, conducted a series of 27 "mini-conferences" bringing together persons from various specialities to discuss their actions in and concerns about career education. Two of these "mini-conferences" were held for persons representing the business/labor/industry community. It is the experiences reported in these two "mini-conferences" that is reported here.

Both of these "mini-conferences" were attended by persons nominated by State Coordinators of Career Education and by 1974-75 "mini-conference" participants as having extensive experience and involvement in career education. In both "mini-conferences" discussions were led by the Director, Office of Career Education, USOE. The format in both was informal with the primary purpose being one of seeking information and advice from the participants.

Notes made at both of these "mini-conferences" are found in the final report of the 1975-76 Mini-conferences prepared by Dr. Richard Miguel, Center for Vocational and Technical Education, Ohio State University. Those interested in examining such notes should make direct contact with Dr. Miguel.

No clear consensus was sought or found among participants at these "mini-conferences." The facts reported here, while believed to be accurate, may be checked with individual "mini-conference" participants whose names and addresses appear as an Appendix to this report. No "mini-conference" participant can be held responsible for endorsing any recommendations or conclusions found here. That responsibility belongs to the Director, Office of Career Education, who wrote this report.

COMMUNITY RESOURCES FOR CAREER EDUCATION

Kenneth B. Hoyt
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United States Office of Education

Introduction

Elements of career education, on both a national and local level, existed long before the term "career education" was coined. Many of these elements existed in the broader community, not as an integral part of the school system itself. Most saw themselves as concerned with building some kind of *cooperative* relationship with the formal educational system, but they did not view themselves as part of a *collaborative* effort. Among the most crucial questions facing career education, as an evolving concept, the following must certainly be included: (a) How can the career education effort lead to strengthening and re-enforcing previously existing related community efforts?; (b) How can such community efforts be coordinated in ways that will allow them to build on, rather than compete with, themselves and with the total career education effort?; and (c) How can the scope and variety of community efforts related to career education be increased and made operational at the local level? Here, an attempt will be made to provide examples that may lead toward beginning answers to these three crucial questions.

Career education seeks to break the cycle of misunderstanding and distrust existing in many communities between educators and members of the broader community–including the business/labor/industry community. A key feature of this effort lies in recognizing that many community resources exist NOW that could and should be utilized in helping youth understand and capitalize on the changing relationships between Education and work. It is not a matter of building yet another superstructure on the already complex system of Education. Rather, it is a matter of recognizing and utilizing community resources that now exist and moving actively toward building new community resources.

THE PRINCIPLE OF COLLABORATION IN CAREER EDUCATION

"Collaboration" is a term that implies the parties involved share responsibility and authority for basic policy decisionmaking. Further, it implies that each

party has action responsibilities contributing to the success (or lack of success) of the total collaborative effort. Finally, it implies that each party recognizes a responsibility to understand and to work cooperatively with all other parties. "Cooperation," on the other hand, is a term that assumes two or more parties, each with separate and autonomous programs, agree to work together in making all such programs more successful. To "cooperate" with another agency or organization carries no implication that one either can, or should, affect its policies or operational practices.

It is easy to see why the concept of collaboration is threatening and distasteful to many persons. Why should a local school board, a superintendent, or a building principal, listen to suggestions from the business/labor/industry community? Why should the President of a local corporation consider changing company policies with respect to interacting with educators based on suggestions made by educators? Why should an established community organization, such as, for example, the Boy Scouts of America, listen to suggestions for changing its operational programs? In each instance, one could justify ignoring such suggestions based on a rationale that holds that those making them simply "don't understand what we are up against."

Sometimes, resistance to such suggestions has been centered around a notion that "what we do is none of their business." It is this notion that career education seeks to eradicate through a collaborative community effort. To the extent that we share a common concern for helping youth and adults solve problems of Education/work relationships, then what each of us does towards contributing to solution of such problems becomes the "business" of all of us. If any of our individual efforts had been as good as we have sometimes pretended they were, the problems of Education/work relationships would have moved much further toward solution than is obviously the case today. The principle of collaboration calls for all of us to center our primary concern around the question, "How much help can be made available to the individual?" not around the question, "How much credit can we get for helping?"

The principle of collaboration demands that all involved recognize the need for and actively pursue the art of compromise. To "compromise" means that all involved be willing to change their ideas and practices, to some extent, based on the expressed needs and ideas of others involved. All involved are asked to do so without changing their basic ideals or principles. It is a difficult process that often leaves all concerned feeling that something less than the optimum solution, from their individual point of view, has been found. It would certainly be much easier to continue, as in the past, to operate in an atmosphere of isolationalism with each of us going our own separate ways. We have done this for far too long and youth have suffered as a result. If we are each as concerned about problems of Education/work relationships facing youth as we say we are, it does not seem

too much to ask that we now begin to practice the art of compromise and to actively implement the principle of collaboration.

Collaboration: Answering Career Education Policy Questions

If collaborative, rather than independent, efforts are to be evidenced at the community level, it is essential that basic agreement be present on answers given to each of a number of operational questions. Such questions are the proper concerns of Community Career Education Action Councils which, hopefully, will soon be in widespread operation. They include questions such as:

1. How are community resource persons to be identified for the classroom?

2. What procedures will be utilized for contacting community resource persons? Who is to initiate the contact?

3. Who arranges for field trips for students? For faculty members?

4. How is agreement to be reached on development and/or selection of career education materials for use in the classroom?

5. What emphasis should be placed on paid, as opposed to unpaid, work experience for students?

6. Who evaluates the effectiveness of resource persons in the classroom? How are such evaluations to be carried out? To whom are they reported?

7. Who evaluates the effectiveness of student field trips into the community? Who conducts such evaluations? To whom are results reported?

8. How should interested community agencies and organizations contact school officials with respect to career education related activities?

9. Under what arrangements should summer work experience opportunities for faculty members be arranged? What restrictions should be in place?

Even the few illustrative questions cited above should serve to make it obvious that effective, workable answers to questions such as these should be made with involvement of multiple segments of the community. Whenever questions involving school operations are involved, school officials should, of course, be part of the decisionmaking group. Yet, if school officials try to make some of these decisions unilaterally without the collaborative involvement of other segments of the community, it is reasonable to expect that difficultjes in implementing decisions will arise. If school officials try to make such decisions by consulting with only one part of the community while ignoring others,

similar degrees of difficulty are likely to emerge. For example, if basic policies regarding work experience programs for senior high school students are made between school officials and industry executives, local labor unions can be expected to object - and they should!

The types of questions posed above are ones considered in a large variety of community based efforts. It would not be wise for school officials to operate under a series of policies, each quite different in nature, that give an advantage to one community organization over another. The collaborative policies required for an effective community career education effort should apply to all segments of the community. It is basically for this reason that we urge all those who will be affected by such policies to be involved in their formulation as well as in their execution.

In each case--whether one is speaking about the local school system, the local unit of the Boy Scouts of America, the local Chamber of Commerce, the local labor union council, the local Council of Churches, or any other community career education resource, it is obvious that the *total* goals of the organization extend considerably beyond only a career education emphasis. Thus, in addition to working out collaborative policies with other community agencies and organizations, it is also essential that each such agency or organization view commitments to career education within a broader set of goals and responsibilities. An essential understanding in any collaborative community career education effort must be the right of any partner to refuse to participate in implementing a specific decision reached by the group. Both legal and practical matters make this necessary. As the collaborative effort evolves, understandings of mutual problems should increase to a point where such refusals rarely become necessary. In the beginning, however, they may be expected to be rather frequent and may, unless recognized as a learning experience for all involved, lead to abortion of the collaborative effort before it ever has a real chance to work. All communities should recognize and be prepared to deal with this problem.

Major Kinds of Career Education Activities Calling For Collaborative Efforts

There is no aspect of career education that cannot profit from a collaborative effort utilizing a variety of kinds of community resources. A list of specific kinds of career education activities, on which collaboration is possible, would include the following:

1. Identification of community career education resource persons.

2. Preparation of career education materials for use in the classroom.

3. Conducting career education experiences for students in classrooms.

4. Providing observational experiences (including shadowing experiences) for students in the business/labor/industry community.

5. Providing career exploration experiences (including both unpaid work experience and internships) for students in the community.

6. Providing paid work experience opportunities for students.

7. Providing part-time and full-time job placement programs for students.

8. Providing unpaid work experience for students related to productive use of leisure time.

9. Providing (including developing) vocational simulation equipment and exercises for students for use in discovering occupational interests and aptitudes.

10. Providing direct experiences for students in career decisionmaking.

11. Providing staff development materials and activities for educators designed to increase their knowledge and appreciation of the world of work.

12. Providing work experience opportunities (paid and/or unpaid) for staff persons in education within the business/labor/industry community.

In all these kinds of activities, community resources now exist, in almost every community—both in rural and in urban America—for increasing the effectiveness of the total career education effort. A wide variety of kinds of organizations have been participating, oftentimes in isolation from the formal education system, in providing these kinds of activities to youth for many years. It is time that all such efforts be joined together, in a collaborative fashion, in ways that will maximize the helpfulness available to youth. It is neither wise nor prudent for local school officials to attempt to provide these kinds of activities by ignoring currently existing community efforts. Neither is it wise for such community efforts to continue to operate as though the career education effort does not exist. This is consistent with the basic rationale of the broader human services movement. Career education is part of that movement.

CURRENT MAJOR NATIONAL PROGRAMS INVOLVED IN CAREER EDUCATION

Each of the national efforts to be described here were involved in certain aspects of career education long before the term "career education" was coined.

None of them needs the support of career education advocates in order to continue to exist. Each is a strong and viable effort in its own right. On the other hand, career education advocates, particularly those from educational settings, will find there is much to learn from persons associated with these national efforts and many ways in which the effectiveness of local career education efforts can be enhanced by working with them. If these national efforts can be made an integral part of a total community career education effort, the goals of career education will surely be greatly enhanced.

Junior Achievement

Junior Achievement (JA) is the nation's oldest youth economic education program. Founded in 1919, it involved, during 1975, 192,000 senior high school youth who directed and operated 7,500 small-scale businesses in over 1,000 communities in our Nation. JA operates a systematic, planned effort, through local business and industry executives, that involves approximately 30 two hour meetings per year for participating senior high school students. Students, working in groups of approximately 20, form and operate small businesses under the guidance and leadership of business and industry executives. It is an intensive, "hands-on" experience involving all aspects of the business from product design to production to marketing, accounting, and personnel practices. Paid professional staff members organize JA efforts in communities throughout the Nation, but JA advisors themselves are volunteers from the ranks of business and industry executives.

The prime stated purpose of JA is economic education. It aims to help senior high school students discover, through actual participatory experiences, the nature and operations of the free enterprise system in the United States. In this sense, JA holds great potential value for all senior high school students. A secondary goal is to provide career awareness and career exploration opportunities for those students considering careers in various aspects of business.

An increasing number of high schools are offering students elective credits toward high school graduation for successful participation in a JA program. The surprising thing is that more are not doing so. Certainly, the JA program provides an excellent opportunity for all high school students to learn the basic principles of economic education in an exciting and stimulating way. The opportunities for career exploration, inherent in the JA approach, could be greatly expanded well beyond the area of business, with very little effort. If, in any community having both an existing JA program and a beginning career education effort, those responsible for career education should be seeking ways to work actively and collaboratively with JA sponsors. Career education could, and should, stimulate more student interest in JA and should encourage more students to participate in the JA program.

In addition to the traditional JA program for senior high school students, the Junior Achievement organization now operates several additional kinds of programs, each of which represents a valuable contribution to the total career education effort. These include: (a) "Project Business"—a program for junior high school students involving one class period per week for 18 weeks in which a volunteer businessperson serves as a resource person in existing social studies, economics, or mathematics classes. This program may be operational in as many as 1,500 classrooms during the 1976-77 school year; (b) "Economic Awareness"—an information program in basic economics for students who do not sign up for JA; and (c) "Job Education"—a summer paid work experience program for disadvantaged inner-city youth. Students in this program meet 15 hours per week (3 hours per day for 5 days) of which 10 hours are spent in actual production activities and 5 in teaching students about the world of work.

"Project Business" certainly represents a kind of JA activity that ought to be easily incorporated into existing career exploration activities at the junior high school level. "Job Education" represents a very practical answer to one of the key problems career education is trying to solve—namely, finding paid work experience for low income youth. Both deserve the support and active cooperation of school officials.

Obviously, the JA program, with its prime emphasis on economic understanding and careers in business, represents only a relatively *small* part of a total career education effort. Just as obviously, it represents a very *large* part in terms of active volunteer involvement of members of the business/industry community in the career development of those youth it serves. A truly collaborative career education effort in any community where JA exists, would surely involve JA representation on the Community Career Education Action Council, active efforts of school personnel to assist the JA program, and active efforts of the JA program to enhance the *total* career education effort.

Where JA efforts are not now present in a given community, information regarding JA can be obtained by writing to: JUNIOR ACHIEVEMENT, INC., 550 Summer Street, Stamford, Connecticut 06901.

Boy Scouts of America

The Boy Scouts of America have operated programs of Cub Scouting and scouting in communities throughout the Nation for many years. In 1968, they established a new program called "Exploring" aimed specifically at helping youth, ages 15-21, make decisions regarding their personal and vocational lives. "Explorers" are *not* scouts. Therefore, they are not correctly referred to as "Explorer Scouts." Open to both boys and girls, young women now comprise 34 percent of the total membership of 433,586 Explorers throughout the land. The exploring program operates in communities where, with (in 1975) 112,748 volunteers and about 400 professional executives, 25,448 Explorer Posts and Ships existed.

The total Explorer program involves six major kinds of activities: (a) social; (b) vocational; (c) outdoor; (d) personal fitness; (e) service; and (f) citizenship. Concern is expressed for aiding youth in developing and making decisions about total lifestyle not merely their probable roles in the world of paid employment. The emphasis on productivity and usefulness in total lifestyle is entirely consistent with career education's emphasis on making work - paid or unpaid - a meaningful part of the individual's lifestyle in both the world of paid employment and in productive use of leisure time.

Each year, in cooperation with local high schools, the exploring program seeks to survey occupational interests of high school age youth (Grades 9-11) by use of a "Student Career Interest Survey Card." Results of this effort are reported back to local communities along with encouragement to form Explorer Posts related to areas of strong expressed local student interest. An Explorer Post is typically formed around a particular area of vocational interest—e.g., Health Occupations, Law Enforcement, Environmental Education, etc.—often with help of funds supplied by professional associations or industrial organizations having special interest in encouraging youth to explore careers in that area.

Career exploration activities carried out as part of the Explorer program include the use of resource persons in group meetings, field trips, and exploratory work experience—basically the same *kinds* of activities one finds in any comprehensive career education effort. With the way the Explorer program is organized and operated from the national level, it is certainly possible to establish Explorer posts, in any community, covering a very wide range of occupational areas. At present, the opportunities for career exploration among the total range is limited by the kinds of emphases leading to formation of specific Explorer Posts.

The extensive involvement of volunteers from the business/industry community, the high degree of similarity in goals between the exploring program and career education, and the use of after school time for exploring, all argue strongly for much closer collaborative efforts between the Exploring program and career education than have typically been evidenced to date. Local school officials could easily become much more active in urging an expansion of the Explorer program effort in ways that will more adequately cover the world of paid employment and be available to a greater proportion of the student body. Those members of the business/industry community now serving as volunteers in exploring programs could certainly be encouraged to involve themselves more fully in the total career education effort. Relationships between school counselors and Explorer posts, as well as teachers in specific areas, could and should be greatly increased. If career education is thought of as a total community effort - and not simply as something run by the school system - then surely the exploring program of the Boy Scouts of America should operate as an integral part of that effort.

It is important to note that at present plans are being developed for inserting a strong career awareness emphasis into the Cub Scout Program. This, too, would be entirely consistent with the goals of career education. Those wishing more information regarding the Explorer program should write to: BOY SCOUTS OF AMERICA, North Brunswick, N.J. 08902.

Girl Scouts Of The U.S.A.

Currently, there are about 3 1/2 million members of the Girl Scouts operating out of 350 Girl Scout Councils in this nation. Over 500,000 women currently serve, on a volunteer basis, as Girl Scout Leaders. In recent years, this organization has expressed a strong interest in and commitment to the problem of establishing a national coordinated effort aimed at beginning to solve the problem of reduction of occupational sex stereotyping as a deterrant to full freedom of occupational choice for women.

One model program in the area of health careers - entitled "From Dreams To Reality"–has already been developed and is currently being used with Girl Scouts, ages 12-17 in many Girl Scout Councils. The Manual for this program is exceptionally well developed and includes a number of fascinating approaches aimed at helping Girl Scouts explore their interests and aptitudes in the area of Health Occupations. Many of the ideas, self-analysis processes, and *kinds* of suggested exploratory activities found in this Manual would be equally applicable to any occupational area a person–male or female–might wish to explore. To the extent that any local Girl Scout Council expresses interest in emphasizing career exploration for its members, local career education coordinators should find multiple ways of encouraging and assisting this effort. To do so would surely enhance both the comprehensiveness and the effectiveness of a total community career education effort.

Like the Boy Scouts of America, the Girl Scouts of the U.S.A. have also expressed interest in and made progress toward helping elementary school age girls engage in the process of career awareness. The new handbook for Brownie Scouts will include a separate section on "The World of Work." Those wishing more information should write to: GIRL SCOUTS OF THE U.S.A., Program Department, 830 Third Avenue, New York, N.Y. 10022.

The National Alliance of Businessmen (NAB)

The National Alliance of Businessmen was established in 1968 to aid in the effort to find jobs for the disadvantaged. Funded jointly by the U.S. Department of Labor and financial/personnel contributions from major industries, NAB Metro offices now operate in 130 large urban communities throughout the United States. The potential of NAB for career education, however, extends considerably beyond these 130 metropolitan areas.

In recent years, the NAB Alliance Youth program was established with a major goal of *preventing* unemployment among disadvantaged adults through a series of five major kinds of program efforts for youth: (1) summer employment; (2) career preparation; (3) motivation; (4) guidance; and (5) college/industry cooperation. The Summer Employment program seeks to locate and place disadvantaged youth in full-time or part-time summer jobs. Its primary purpose is to provide such youth with opportunity to earn money required for their use in returning to high school in the fall. Participation of the school's career education personnel–especially school counselors–is actively sought in discovering such youth and motivating them to participate in this program.

Career preparation is provided needy high school youth through the Guided Opportunities for Life Decisions (GOLD) program. This is essentially a work-study program for disadvantaged youth which can, and often does, operate in conjunction with the school's own work-study program efforts. Participating employers provide youth in this program with career guidance as part of the effort.

The Youth Motivation Task Force (YMTF) program brings successful businessmen and businesswomen from disadvantaged backgrounds together with disadvantaged high school students–usually as part of the school program during the school day. The major purpose is an "I made it–so can you" approach to motivating youth.

For several years, NAB has operated Career Guidance Institutes for high school counselors. The purpose of the Career Guidance Institute (CGI) is to improve and expand the career guidance provided by public school educators to economically disadvantaged in-school youth. In recent years, persons attending such institutes have been selected as teams from a local school involving both teachers and administrators as well as counselors. Activities involve learning more about local occupations and occupational opportunities through field trips and personal contacts with persons from the business/industry community. Participants are encouraged to develop and implement ways of infusing such knowledge into both the teaching/learning process and into the career guidance process in high school settings. The projects resulting from recent NAB Career Guidance Institutes are clearly career education infusion materials developed by classroom teachers along with an increased emphasis on career guidance by high school counselors. It seems to us the Career Guidance Institutes of NAB have, in fact, become career education staff development efforts and that they might be more appropriately named "Career Education Institutes."

The College Cluster program of NAB is an effort to help colleges serving primarily minority youth better blend the liberal arts with professional specialization offerings that will improve ability of graduates from such institutions to enter and compete successfully in the labor market.

In each NAB Metro, the youth program has encouraged the establishment and operation of an Industry/Education Committee charged with responsibility for successfully implementing these various youth programs. Membership on this Committee is seen as coming from the entire business/labor/industry community as well as from the formal school system. It is obvious that, conceptually, little difference exists between what NAB calls an "Industry/Education Committee" and what we call a "Community Career Education Action Council." The essential difference, of course, is that the "Community Career Education Action Council" is seen as involving *all* youth at all levels of education. It would be obviously both natural and desirable to find the NAB "Industry/Education Council" either be strongly represented or, preferably, become an integral part of what we are calling a "Community Career Education Action Council." The name, of course, is unimportant. What *is* important concerns itself with a coordinated and unified community effort. Certainly, the NAB Youth program should be a part of that effort, not apart from it.

Those interested in learning more about the total NAB effort—including the NAB Youth program—should write: THE NATIONAL ALLIANCE OF BUSINESSMEN, 1730 K Street, N.W., Washington, D.C. 20006.

Business and Professional Women's Foundation

As part of their national concern for encouraging and assisting women to enter business and professional occupations, the Business and Professional Women's Foundation, through its local chapter nationwide, has an active program providing career counseling for women 25 and over. Recently, through a Carnegie Foundation grant, the Foundation embarked on a joint effort with the American Personnel and Guidance Association aimed at developing more effective career counseling for high school girls. With their main contacts being made with school counselors, this effort now extends to 250-300 communities in various parts of the country.

There are a very large number of local Business and Professional Women's Clubs located in the United States. Members of such clubs could, and should be, valuable resources for assisting particularly in that part of career education concerned with reduction of occupational sex stereotyping. They could also serve as valuable career role models, as key individuals in community career exploration experiences, and in community career guidance and counseling efforts. Local career education efforts have not, to date, made as much use of this resource as they should. Those interested in doing so can obtain further information from: BUSINESS AND PROFESSIONAL WOMEN'S FOUNDATION, 2012 Massachusetts Ave., N.W., Washington, D.C. 20036.

National Association of Manufacturers (NAM)

The National Association of Manufacturers was organized in 1905 with a major expressed goal of promoting and providing better education/industry cooperation. In 1969, the NAM started publishing a series of public policy reports on industry/education cooperation. One of these reports dealt with the desirability of appointing an industry-education coordinator at the Federal, State, and local levels. One such person now serves in this role within the U.S. Office of Education—Mr. Louis Mendez, Bureau of Occupational and Adult Education, U.S. Office of Education. In addition, a State coordinator has been appointed in each of the 50 States. Unfortunately, most are on a part-time basis in various State educational agencies. This aspect of NAM's operation is in clearest evidence in New York State.

Recently, NAM has been collecting data regarding what 150 of their member companies are doing in the area of industry/education cooperation. Hopefully, that publication, when it appears, will contain numerous examples of how such councils are contributing directly to community career education efforts. Certainly, those local career education persons interested in learning more about how to work with industry could learn much from the past experiences of NAM members. Those interested in doing so should write: NATIONAL ASSOCIATION OF MANUFACTURERS, 1776 F Street, N.W., Washington, D.C. 20006. (*Note:* Plans were announced in spring 1976, for NAM to merge with the Chamber of Commerce of the U.S.A.)

Certainly, NAM has exercised national leadership in promoting industry/education cooperation—particularly at the secondary school level. To take advantage of this expertise as we now try to move from a cooperative to a collaborative relationship represents a great challenge for career education.

National Association For Industry-Education Cooperation (NAIEC)

The National Association for Industry-Education Cooperation was established in 1964 with an avowed purpose of utilizing the resources of education and of industry in ways that will enhance and improve the relevance and quality of education programs as preparation for work. Originally established as the Business-Industry section of the National Science Teachers Association, the NAIEC broadened its scope and became an independent organization in 1964-65. In 1972, NAIEC merged with the National Community Resources Workshop Association.

The activities of the NAIEC, like its interests, parallel those of career education very closely. Approximately 20 NAIEC local councils (8 in New York State) are operational and about 150 persons are now active members of NAIEC. One of the major kinds of local activities consist of conducting Community

Resources Workshops designed to provide local educators, K-12, with a means of analyzing all community resources, of learning more about the world of work in their community, and in devising ways of bringing a more proper emphasis to education/work relationships in the classroom. The original plan for these workshops was to establish it, in cooperation with a college or university, in order to enable participants to receive university credit. Approximately 50 of these workshops involving college credit have been held in States such as Michigan, New Jersey, Ohio, New York, Indiana, and Washington. Most run about 6 weeks.

As a result of its experiences, the NAIEC has produced two publications, one concerned with how to establish an industry/education council and the other with how to conduct a community resources workshop. Persons in career education can learn much from studying these two publications and will find them entirely consistent with the goals and objectives of career education.

The NAIEC has been struggling for years, as a small professional association of dedicated individuals from industry and education, to establishing ways of improving education/work relationships. When the term "career education" came along, the NAIEC found nothing essentially new in its expressions of needs and concerns. As the career education concept has now evolved and broadened, it still includes the basic concerns that led to the formation of the NAIEC in the first place. Where local NAIEC Industry/Education Councils have been established, they should certainly be utilized by career education personnel. Where NAIEC seeks to establish new Councils, they should find career education practitioners ready and eager to assist in this effort.

Those interested in learning more about the NAIEC can do so by writing: Dr. Donaid M. Clark, President, NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION, 235 Hendricks Blvd., Buffalo, N.Y. 14226.

Chamber of Commerce of the U.S.A.

The national Chamber of Commerce of the U.S.A. has had career education, as a top priority, since 1971. During this time, the national Chamber has taken the leadership in bringing together a wide variety of agencies and organizations, both within and outside of formal education, to prepare, by consensus agreement, a major policy statement on Career Education. The resulting publication, entitled *Career Education: What It Is and Why We Need It* was published in 1975 and has received wide nationwide distribution and discussion since that time.

In addition to promoting the concept of career education through such agencies and associations at the national level, the Chamber has also been active

in supporting Federal career education legislation. Were it not for the active support of the national Chamber, it is doubtful whether any Federal career education legislative would exist now.

In 1973, the national Chamber sponsored and conducted a national Career Education conference in Washington, D.C. involving key decisionmakers from both education and the business/labor/industry community. Results of those conference proceedings, too, have received wide attention and distribution.

The most significant work of the national Chamber, however, has been its efforts to interest and involve local Chamber of Commerce organizations in community career education efforts. At the present time, approximately 100 such local Chambers across the nation are working actively to help implement career education in their communities. Some, of course, are more active than others. A prime example of an outstanding Chamber effort can be seen in the work of the Albuquerque, New Mexico Chamber of Commerce. There, the Chamber has been actively involved in identifying business/labor/industry resource persons for career education, in promoting part-time and full-time job placement, and in working with educational officials in infusing career education throughout the K-12 school system.

As with many other national organizations, activities of local units of the Chamber are not under the direction or control of the national Chamber. Each local chamber, while receiving information and suggestions from the national Chamber, is free to develop its own initiatives. The actions of the national Chamber in endorsing and supporting career education can and should serve as a model for local use—provided local education officials want this to happen. At the local level, the Chamber cannot typically be expected to take the initiative. Given an invitation to participate in career education by top administrative officials in the school system, local Chamber of Commerce organizations, in most communities, can be expected to respond favorably.

The power and potential of the local Chamber of Commerce for supporting the career education concept and for taking a leadership role in assisting in its implementation as a collaborative community effort should be utilized wherever possible. For further information regarding activities of the Chamber of Commerce, write: CHAMBER OF COMMERCE OF THE U.S.A., Education and Manpower Development Committee, 1615 H Street, N.W., Washington, D.C. 20062.

American Telephone & Telegraph Company

The American Telephone & Telegraph Company (AT&T) has, for years, had an established policy of cooperating with school systems on a wide variety of kinds of educational endeavors. Currently, about 300 full-time AT&T

professional persons are assigned full-time to the job of educational relations. Located throughout the United States, they work with local AT&T employees in helping them work cooperatively with school systems at the local level.

Many of the AT&T programs are oriented primarily around classroom instruction rather than centering directly on career education. Included among these are the award winning "Aids to Science Education" programs, a special program designed to help students understand computers, and a variety of programs designed to acquaint students with good telephone usage techniques. These direct instructional aids have served to supplement other instructional materials in many school systems.

In recent years, AT&T has become directly and deeply involved in career education through a variety of efforts. One such effort is a career awareness book, designed for use in elementary school reading, social studies, and language arts classes entitled "Come Work With Us In A Telephone Company." At the secondary school level, another example illustrating careers in the telephone company is seen in a film entitled "A Career Is Calling."

Recently, AT&T has made a concerted effort, at the secondary and postsecondary levels, to participate actively in the total career education effort. A large part of this has involved production of very high quality films, each of which is accompanied by a good discussion guide. Included among these films is one designed to acquaint businesspersons with career education entitled "Getting It Together: Our Kids, Our Schools, Our Business." A second film, entitled "A World For Women In Engineering," shows women at work in traditionally male-dominated engineering jobs in the telephone company. Using a total lifestyle, rather than a narrow occupational approach, it is an excellent example of efforts to reduce occupational sex stereotyping. Recently, AT&T produced yet another film devoted to the problem of reducing occupational sex stereotyping which approaches both the potential for females to enter traditionally male-dominated occupations and for males to enter occupations traditionally dominated by females. The film, entitled "Anything You Want To Be" is designed to be used as part of a multi-media curriculum package developed by AT&T for use in the senior high school. All of these materials are free on loan to schools and can be obtained through contact with local telephone company personnel.

At the national corporate level, AT&T has been among the leaders of major industry in seeking support for and active participation in career education. A part of this effort has been aimed at encouraging local career education practitioners to extend their scope of contacts with representatives from the business/labor/industry community beyond their local telephone company.

General Motors Corporation (GM)

In 1975, General Motors Corporation took a major national leadership role in career education through adoption of a policy statement and a set of implementation guidelines for use at local GM plants throughout the nation. Because of the nature of this policy statement, and its obvious implications for similar kinds of actions on the part of other major national corporations, it is reproduced here in full:

GENERAL MOTORS AND CAREER EDUCATION

General Motors' support of quality education includes the concept of career education in United States schools and colleges. By joining in this educational movement, GM seeks to help guide students to becoming better citizens with increased self-awareness, improved decision-making capabilities and with better skills for work. This national career education effort should lead to more meaningful, worthwhile, satisfying careers for all American youth.

General Motors intends to help schools and colleges, particularly those in GM plant city communities, meet their career education objectives by actively participating in a number of ways to include:

- Providing classroom speakers and materials on specific careers and career areas.
- Providing plant visits that emphasize people skills and work environment.
- Cooperating with local school people in designing more realistic career curricula and teaching aids.
- Cooperating in career orientation programs for counselors, teachers and administrators.
- Serving on industry-education advisory councils and coordinating GM's involvement with state and national organizations supporting the career education effort.

General Motors joins with other business, organized labor, community organizations, parents and educators in this effort to make preparation for an individual's life work a major goal of American education at all levels.

In implementing this policy statement, GM has established, at their national headquarters, an active program designed to encourage local GM plant personnel to work collaboratively with school systems in their career education efforts.

Such activities are reported to all concerned through a newsletter entitled "Career Education Exchange." A recent issue of this newsletter, for example, reported on involvement of local GM plant officials with career education efforts of local school systems in Arlington, Texas; Dayton, Ohio; Defiance, Ohio; and Hudson, Ohio. It also provided these GM personnel with other sources of career education materials and activities.

General Motors has expressed interest in helping other corporations interested in formulating career education policy statements and has employed professional staff members who are both interested in and qualified to furthering both the conceptualization and the implementation of career education. Persons interested in taking advantage of this expertise can do so by writing: GENERAL MOTORS CORPORATION, Educational Relations, General Motors Building, 3044 West Grand Blvd., Detroit, Mich. 48202.

General Electric Company (GE)

The General Electric Company has been actively involved in career education related activities for almost twenty years. It continues to be a prime example for other large industries concerned about helping youth understand and capitalize on relationships between education and work.

In 1959, GE initiated its summer guidance programs designed to help high school counselors learn more about the world of work and, as a result, provide better career guidance to students. This program, designed as a 6 weeks summer experience, is conducted under arrangements with various universities under which counselors receive graduate credit for successful participation. It differs from the NABS guidance institutes described earlier primarily in that, under the GE plan, counselors study various occupations within a given GE plant in depth, including relationships among them, rather than getting an overview of a wider number of occupations in a variety of industrial settings. In recent years, as with the NAB effort, teams—consisting of a counselor, a teacher, and an administrator for a single high school—have been selected for Institute attendance (rather than limiting attendance to counselors alone). This change has resulted in increased attention to implications for changes in the teaching/learning process in the classroom as well as in the career guidance process—thus making it truly a "career education" rather than simply a "career guidance" experience. These Institutes include "shadow experiences" in GE plants where individual Institute members are assigned to one GE worker. By including labor union members as well as management officials, GE feels great benefits have resulted.

A recent expansion of GE effort is found in their "Educators-In-Industry" program which, like the Institutes, involves teachers and school administrators as well as counselors. This 15 week program takes place after school hours during

the school year and involves in-depth visitation to local GE plants where educators learn about various occupations in GE.

The GE Company also operates, through many of its local plants, the Program To Increase Minority Engineering Graduates (PIMEG)—a systematic effort to acquaint minority high school youth with opportunities in engineering. It has resulted in a four-fold increase in just 3 years in the numbers of minority persons enrolling in Colleges of Engineering.

The GE Company is heavily involved in a communications program that produces career guidance material directly for high school age youth. In addition to a series of very attractive and well-done booklets carrying such titles as "Planning Your Career" and "So You Want To Go To Work," they also include a series of posters, appearing as ads in student publications, designed to help youth relate their hobbies and interests to various possible career choices. Typical of these are posters carrying titles such as: "Jim Bennette is often lost in space. What kind of job do you think that'll get him?" and "If there's one thing Elaine Griffin knows, it's how to spend money. What kind of job do you think that'll get her?" Each is accompanied by a short list of suggestions of possible occupations such youth may want to explore. These have been very popular.

Finally, GE has produced a "hands-on" career exploration display, transported in a van, for students with interests in engineering entitled "Expo-Tech." Entirely self-contained, the 17 sections of "Expo-Tech" provide many youth each year with opportunity to learn basic principles of engineering through actually handling equipment of various kinds. Designed primarily for junior high school age students, this traveling van has found wide acceptance in inner city schools that it has visited. Like other GE materials, it is accompanied by an "Educator's Guide" containing suggestions for teachers and counselors on ways of preparing students for "Expo-Tech" and following up on this experience.

Each of these GE programs holds great potential for those interested in the implementation of career education. Those persons wishing to learn more about GE's involvement should write to: GENERAL ELECTRIC COMPANY, Corporate Education Relations, 3135 Easton Turnpike, Fairfield, Conn. 06431.

On The Horizon: Emerging National Community Resources For Career Education

The major national community resources for career education, described above in some detail, represent, hopefully, only a relatively small portion of those that will soon become available in communities throughout the Nation. Here, examples of emerging national efforts, each with great potential, will be identified. It is hoped that these—and many more—will soon have active local collaborative involvement in the total community career education effort.

The *National Council of Churches*, with its local counterparts everywhere, represents one such emerging effort. In 1975, this group began exploring the topic "Career Education and the Churches"—with particular interest in personal values questions posed by career education and its humanistic definition of the word "work." One outgrowth of this has been the initial establishment of a National Center On Christian Studies In Education and Work. Activities have, initially, been limited to obtaining consultant help from recognized national leaders in career guidance and counseling. Current efforts are underway to locate 80–100 pilot sites in the country who, through local churches, will provide study papers on career education. If this study effort becomes converted into a national action program, it holds great significance for serving as a vital community resource for career education in both rural and urban America.

The *American Legion* adopted a major policy endorsing career education in 1976. Plans are now underway to convert this policy into a set of action suggestions for local legion posts—including the Legion Auxiliary—to use in serving as a community resource for career education at the local level. The goals of the American Legion and the American Legion Auxiliary are similar, with respect to youth programs, in many ways with the goals of career education. Local Legion posts are located in almost every community with members vitally interested in the future—including the career future—of this Nation's youth. It represents a very powerful potential resource for career education.

In the last few years, the *Comprehensive Employment and Training Act (CETA)* has established local programs aimed at helping disadvantaged persons prepare for and find employment. CETA provisions are present for helping disadvantaged junior and senior high school youth in their career preparation. CETA prime sponsors must, of necessity, maintain close relationships with both educational officials and with the local business/labor/industry community. Local CETA Advisory Councils are similar, in composition, in many ways to those envisioned under the concept of a Community Career Education Action Council. Local educators interested in implementing career education have already utilized CETA, as a valuable resource, in such communities as Prince Georges County, Maryland and in Dade County, Florida. Nationwide, however, much remains to be done in building close and effective working relationships between CETA and school-based career education efforts at the local level. CETA represents a viable and valuable resource for the implementation of career education. It is one that should be used.

In the spring of 1976, *Rotary International* devoted a special issue of their magazine to problems of education/work relationships. Local service clubs, such as Rotary, exist in almost every community in the nation. Several are already active in assisting local school systems in the implementation of career education. Yet, we have barely scratched the surface in terms of the great potential such local service clubs have for participating in community career

education implementation efforts. Members of such clubs—Kiwanis and Lions International as well as Rotary—cover collectively most of the business/industry community, including many small businesses whose active participation will be essential to the success of career education. They are a valuable potential community resource.

Beginning attempts have been made to involve *organized labor* in career education. Career education policy statements have already been passed by both the United Autoworkers and by the United Rubber, Plastic, and Linoleum Workers of America—two very important national labor unions. In terms of a truly *national* effort, it is unfortunate that membership in these two unions tends to be centered in only particular sections of the country. Yet, the examples they have set could be utilized by other major labor unions across the nation and, if this is done, the potential for career education would be tremendous. If organized labor is to become the kind of valuable career education resource it should, it will be essential to involve representatives from organized labor in the early stages of operation for Community Career Education Action Councils. Organized labor has a real interest and stake in the goals of career education, but they rightfully resist the notion of being brought into the picture "after the fact." Local career education efforts should seek active involvement of organized labor NOW.

The *All Volunteer Armed Forces* represent yet another powerful potential community resource for the implementation of career education. Both the Navy and the Army now employ a number of professional education specialists who relate with professional educators with respect to educational and occupational opportunities in the all volunteer armed forces. Since both education *and* work are found in the all volunteer armed forces, this segment of society should surely be given careful consideration by youth trying to solve problems of education/work relationships. The education specialists of the all volunteer armed forces could very well become "Career Education Resource Persons" serving educators in local communities. The total career education concept cannot be implemented unless efforts are made to involve the all volunteer armed forces.

Recently, the *New York Life Insurance Company* has launched a new national effort aimed at producing both films and printed materials for use in helping high school and college students in the career decisionmaking process. This is but one of many possible examples of large national organizations, with local representatives in almost every community, could conceivably combine a national career education campaign with strong urging of their local representatives to become involved in career education at the community level.

For several years, the Joint Council On Economic Education has promoted the World of Work Economic Education (WOWEE) program in school systems throughout the nation. This is a systematic attempt to infuse basic economic

understandings into the curriculum of elementary and secondary education. The WOWEE participants in many sections of the country, have, on their own, expanded their efforts to encompass a more comprehensive career education approach. A prime example is Mrs. Dorothy Clark, 5th Grade Teacher, in North Little Rock, Arkansas. It is reasonable to expect that creative teachers such as Mrs. Clark, already involved in WOWEE efforts, will increasingly move in this direction.

The Women's American Organization for Rehabilitation and Training (ORT) has, as part of an international association of Jewish women volunteers, promoted the need for and the provision of high quality vocational education. In the last few years, local ORT groups, in many communities, have provided a very effective leadership role in promoting the concept of career education and in drawing together other significant community resources to assist in this effort. ORT's contributions to career education have already been significant and seem likely to be even more so in the years just ahead. It is a most valuable resource indeed for career education practitioners.

EXAMPLES OF USE OF LOCAL COMMUNITY RESOURCES FOR CAREER EDUCATION

In the long run, local, not national, efforts will determine the effectiveness of implementation of career education. No national effort, regardless of how well it is organized or financed, can assure that help will, in fact, accrue to a given youth. It is only at the local level where this can occur. When one considers that local communities vary widely in terms of career education resources, it is obvious that the pattern of operations will also vary greatly from community to community. It would be neither possible, nor should it be necessary to attempt to summarize the wide variety of ways in which local community resources are currently being utilized in career education. Instead, this section will present only a few examples of local actions that hold potential for adaptation by other local communities.

Education Resources Association - New Castle County, Delaware

Dr. John Reynard has been loaned by the DuPont Corporation (with DuPont paying his salary) to join with one teacher and one secretary paid for by the local school system to form the Educational Resources Association. It operates as a nonprofit organization charged with finding and utilizing both personnel and facilities in the business/labor/industry community for use in career education. In a one year period, 175 business organizations signed up to participate under a "controlled use frequency" arrangement guaranteeing each that they will not be asked to participate to any greater extent than they indicate is desirable and possible.

They have developed evaluation sheets for use by business/industry personnel in evaluating both classroom and field trip experiences in which they are involved. A similar set of evaluation sheets have been developed for use by educators. In arranging for the use of business/labor/industry personnel as resource persons in the classroom, a system has been developed under which the business person meets with the teacher two weeks prior to the actual visit to make plans. A resource catalogue has been prepared for teacher use listing the persons and the physical facilities available as community career education resources. In addition, two booklets have been developed—one entitled "Tips For Teachers On Using Community Resources" and the other "Tips For Community Speakers In The Classroom." They have found both of these booklets being widely used.

Under this system, the teacher makes contact with the community through the Educational Resources Association. In this way, indiscriminate school requests are avoided. The directory is coded so that the teacher does not know the name of the person or industry being requested. Instead, if the teacher can specify the kind of help needed, the Association can locate an appropriate person and/or facility for meeting that need and is available at the desired time. The prime career education activities involved are: (1) use of resource persons in the classroom; and (2) field trips for students and educators into the community.

Frisby Manufacturing Company - Elk Grove, Illinois

Mr. Tim Frisby operates with about 150 employees and, as one employer, has been actively engaged for some time in stimulating the implementation of career education in his community. Initial efforts were thwarted by an expressed lack of interest on the part of school officials. This did not stop Mr. Frisby. He eventually helped implement Project EVE—a hands on career exploration program for teachers. This project operated as a graduate level course in after school hours and allowed teachers, with the help of 20 local firms, to visit plants, observe workers on the job, and then share their experiences in the classroom.

In addition, partly through Mr. Frisby's efforts, an Economics Teacher Project has been initiated in which teachers are taught a 20 week course in economics with teachers being persons from the local business/industry community. It was a helpful way of increasing teacher knowledge of their own business/industry community. On another occasion, Mr. Frisby was able to secure a number of industrial resource persons to speak at local PTA meetings informing parents of the community and the opportunities for youth career choices. In one elementary school, Mr. Frisby helped get a "Popcorn Factory" project underway which, in one day, exposed elementary school pupils, in a "hands-on" experience, to an awareness of more than 40 different occupations.

These examples of efforts on the part of Mr. Frisby illustrate situations which could be repeated in communities across the land. It is the example of the concerned person from the business/industry community volunteering his/her time to get some career education activities initiated in the local school system. The initial resistance Mr. Frisby found among school administrators is not unusual, but it is becoming much less frequent as the career education movement gains momentum. The fact that, despite such initial resistance, positive initial career education steps were taken is an excellent example of what can happen when only *one* person from a given community becomes interested and involved in career education. Imagine how many other "Tim Frisbys" must exist in the United States!

IPAR - Portland, Oregon

Several years ago, a group of concerned business/labor/industry leaders in Portland, Oregon became concerned about what they regarded as a lack of understanding, on the part of high school students, regarding the democratic form of government and the free enterprise system in which we operate. As a result, they formed the Institute for Public Affairs Relations (IPAR) aimed at finding ways in which key persons from the business/labor/industry community could go into high schools and interact with high school students. Paid for by contributions from the local business/labor/industry community, IPAR employed an Executive Director and began operations as a nonprofit agency.

When the career education concept came on the scene, IPAR converted its activities into a comprehensive community career education effort. They now operate a central clearinghouse of community resources for career education available to teachers and counselors in the Greater Portland area. Their activities include the identification and utilization of community resource persons, field trips for students, and even a job placement operation. School officials are represented on the IPAR Advisory Board, but this was *not* something started by the schools. IPAR members today want "IPAR" to stand for "I PARTICIPATE"–and indeed they do! It is today a very well organized and effective organization for use of community resources in career education. Many other communities could learn much from the IPAR experience.

Jacksonville, Florida

An opposite way of involving community resources for career education can be found in Jacksonville, Florida where the career education effort was initially launched by school personnel. The interest and willingness to help on the part of the business/labor/industry community was quickly discovered and has been widely utilized throughout the Greater Jacksonville area. In the spring of 1976, they held their first "Community Career Education Appreciation Night" in the auditorium of the First National Bank in Jacksonville. There, before a crowd of

several hundred persons from the schools and the business/labor/industry community, they engaged in an "Emmy Award" procedure under which, for each of the 15 USOE occupational clusters, three "nominees" from the local business/labor/industry community were named and one selected to receive a placque for outstanding in the Jacksonville career education effort. Such a procedure could be initiated in any community. If the Jacksonville experience is a valid example, it should be very successful.

McCormick Spice Company—Baltimore, Maryland

In 1969, the McCormick Spice Company initiated efforts to work with one inner city school located close to their plant aimed at encouraging teachers to help pupils with problems of education/work relationships. Teachers requested that materials supplied by McCormick officials be organized for classroom presentations. As a result, the company employed three professional writers, brought them into their plant for a week to study occupations, and then asked them to write a series of learning packages for use in junior high school social studies. At present, 40 such learning packages exist which can be used on a group or individualized basis covering such topics as "How to apply for a job," "The worker and his community," "I am important," and "How to make a budget." Taken as a whole, they can be used as a total curriculum for eighth grade social studies. At present, they are sometimes used this way with personnel from the McCormick Spice Company coming in as resource persons as needed.

A second effort of the Company involved arranging plant tours for secondary school students. During such tours, students are assigned to employees on a "1 on 1" basis with the employee actually conducting the tour for the individual student. This procedure has helped many students establish contacts with adult employed workers that can be used as resources for help in various kinds of decisions—including career decisions—faced by the student. The McCormick Spice Company is convinced that this procedure has helped *both* students *and* their own employees recognize and appreciate their own worth and the value of work.

IN RETROSPECT

The examples reported here serve as clear and convincing evidence that community resources for career education *do* exist and *are* being utilized in many ways and in many places. Viewed only as reports of programs and practices, they should serve as valuable suggestions for those interested in utilizing community resources in career education efforts. At the same time, these examples raise a number of crucial policy and directional questions for career education that must be considered by those considering use of community resources. Here, an attempt will be made to identify and to discuss these crucial questions.

Does Community Support For Career Education Exist?

While career education has been endorsed by most of the major professional associations in Education, many educators seem to be still unsure whether or not to embark on a career education effort in their local communities. The two prime questions being asked still are: (a) will the community really support career education? and (b) is career education truly a lasting reform movement or simply another educational "fad"?

The examples presented here should make it clear that, outside of formal education, attempts to initiate what can only be called a career education emphasis have existed and operated for many years. A deep and serious concern for helping youth understand the free enterprise system, the current and projected nature of the world of paid employment, the personal meaningfulness work can hold in the lifestyle of the individual, and the changing relationships between education and work has existed outside the formal structure of education for a good many years. Efforts of such groups as Junior Achievement, the National Association of Manufacturers, and the Boy Scouts of America, represent only a few of the examples reported earlier demonstrating this to be the case. Had such groups not perceived a need for these kinds of activities, they undoubtedly would not have begun them. Each has, in many ways and for a good many years, tried to enlist the support and participation of educators in their efforts. One of the most common things heard as they describe such attempts is the resistance found within the group of professional educators. It is likely that this perceived resistance and lack of interest is what led many such community resources to initiate their efforts independent of professional educators. In any event, an objective view of the community resources described here can lead to no other answer but one indicating that the community *is* interested in career education.

The long history of several of the national efforts described here makes it clear that community interest in career education is neither new nor temporary in nature. If the career education concept is new to the formal education system, it certainly is not new to the broader community. If schools are wondering whether they should initiate or continue a career education emphasis, there is certainly no doubt on the part of the broader community. Based on past history, it seems more legitimate to ask whether the education system will work with the broader community in career education than to ask whether the community is willing to work with the formal education system.

Those school systems who have sought community support for and involvement in their career education efforts have, almost without exception, reported that such interest is present and that this interest and involvement grows as career education takes place. While exceptions undoubtedly can be found in certain communities, it seems valid to state that, in general, the broader

community is both ready and willing to commit resources to the career education effort.

What Is Different About Career Education?

The examples of national and local community career education actions cited here make it legitimate to ask the question–Is career education simply an attempt on the part of the formal education system to do what the broader community has been trying to do for many years? Two important reasons exist justifying a "No" answer to this very important question.

In the first place, career education represents an attempt to secure an *internal* professional commitment to change on the part of educators themselves. The recognized need for such changes in the attitudes and actions of educators is evident when one examines the significant educator staff development activities being carried out both by NAB and by General Electric. By and large, however, the examples reported here illustrate attempts on the part of the broader community to seek cooperation from educators, but *not* to change the basic attitudes or actions of educators themselves. Career education starts from a basic premise that it is time for the same kinds of concerns for problems of education/work relationships that have led to formation of many of these external efforts to be translated into internal professional commitment to change on the part of teachers, counselors, and administrators at every level of Education and throughout the system of American Education. If the career education effort is successful, such internal changes in professional educators will take place. If this happens, each of the national examples cited here should grow in receptivity and become even more successful in the future than they are at the present time.

Second, career education differs from earlier efforts in its emphasis on the need for *collaboration* in community efforts. From a purely factual and objective view, it is obvious that many of the existing community efforts have been started and continue to operate completely independently from all others. While each has been successful in many ways, none has been as successful as it could be if joined forces with all others. While each of these community efforts has expressed concern for youth, several have been initiated with broader societal concerns in mind. Career education asks all to coordinate their efforts in ways that keep a primary focus on the individual–and how that individual can best be served by all of the resources existing in the community. A true concern for the individual represents the only valid reason why we should all seek ways of working together. It is a valid concern and should serve as sufficient motivation to try.

Career Education: A Concept or a Program?

At several points throughout this discussion, statements have been made that certain community programs stand as good examples of career education in action. This kind of statement, unless clearly understood, could lead some to believe that career education advocates are trying to "take over" all such community programs and use "career education" as the single label to be applied to all of them. The same concern is often voiced by educators who, at times, have been led to believe that career education will "take over" all existing programs in the education system. These are incorrect impressions and must be corrected.

Within the formal system of Education, career education operates as a concept to be infused into all existing programs, *not* as a new program to be added to all others. As a concept, career education seeks to fuse the philosophy of vocationalism with the philosophy of humanism in ways that will make "work" be perceived as a human right of all human beings, not as an unwanted societal obligation. Further, career education seeks to fuse the teaching/learning process with the career development process in ways that will make education, as preparation for work, a major goal of all who teach and of all who learn. In doing so, career education does not ask for new curricula, new buildings, or new kinds of specialists at the building level. Rather, it asks all educators—teachers, counselors, curriculum specialists, administrators, etc.—to infuse the career education *concept* into their operational *programs.* Career education is a concept, not a program.

Similarly, within the broader community, career education does not seek to become a competing effort with such earlier efforts as Junior Achievement, the Girl Scouts of the U.S.A., or any other effort. Rather, it seeks to join such efforts together both within the community and in terms of relationships with the formal education system in ways that will help all concerned recognize ways in which, by working together, youth can be better served. Within any given community, there should never be a career education *program.* The Community Career Education Action Council, with whatever staff it may possess, will not be responsible for operating any programs. Rather, it will seek to find ways of helping all existing programs grow in effectiveness by working together and by increasing the ease and effectiveness with which they work with education personnel. Again, it is important to emphasize career education as a concept, not as a program.

The power of career education properly lies in the power of persuasion, not in the power of position, prestige, or financial control. The career education concept will derive its power to help solve problems of education/work relationships through building effective action programs both within Education and in the broader community that emphasize ways in which all can work

together in the interest of youth. Credit can go to anyone and everyone, but *help* should go to youth.

Who Should Coordinate Career Education Efforts In The Community?

At several points in this discussion, the concept of the Community Career Education Action Council has been referred to. The idea of such a Council differs from the concept of the Industry-Education Councils being championed by NAIEC only in terms of its emphasis on collaboration and on the need for changes within professional educators themselves. There is nothing new or startling about the notion of a "coordinating council."

The "Community Career Education Action Council" envisioned here would involve *all* segments of the community–the educational system, business and industry, organized labor, parents, local government leaders, community volunteer groups, and youth. It would hopefully receive funds, from some combination of sources, to employ the services of one or more "career education coordinators" charged with responsibility for bringing the total community–the education system included–together in a concerted career education effort. Like the career education concept itself, it would operate only with the power of persuasion. It would seek consensus in building plans not in imposing plans devised by its own staff members.

Whether the person heading up the Community Career Education Action Council should be an educator, a business/industry person, a labor union official, a parent, or a local political leader is viewed here as relatively unimportant. The important thing is that this person understand and appreciate the multiple efforts of all segments of the community. It will be essential, of course, that this person be especially sensitive to the needs and problems of educators since, in the long run, most of these community efforts involve interaction with the education system to some degree. This does *not* mean that the person selected to head the effort should necessarily be an educator.

Whoever is selected, the most important point to recognize here is that *someone* should be selected and *some* kind of coordinating agency should be established. If this is not done, we will all continue on our separate ways and, once again, youth will have been served less adequately than they could be. That is the real importance of the career education concept.

APPENDIX A

List of Mini-Conference Participants
Career Education and the
Business/Labor/Industry Community
Conference #7 October 22, 1975

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